

## Innovation Grant

|                   |   |
|-------------------|---|
| Applicant         | Debbie Kaylor   |
| Applicant ID      | APP-000511  |
| Company Name      | Boise State University  |
| Recipient Address | Boise State University<br>1910 University Dr<br>Boise, Idaho 83725-1135 |
| Phone             | (208) 426-4351  |
| Email             | debbiekaylor@boisestate.edu   |
| Funding Requested | \$185,000.00  |
| Status            | Submitted   |
| Funded            | <input type="checkbox"/>  |

Application Title: Boise State University Career Services Innovation Grant

Review Notes:

September 28, 2021 Grant Review Committee Minutes:

Boise State University (BSU) Career Services provides academic support, workforce readiness and onsite training mentors in a discipline with minimum skill requirements; an estimated 200 students go through the work program. Each students' program length may vary due to required skill training, industry, and employer. The program focuses on education certificates without a direct pathway to industry; an example would be a Political Science degree. A participating student currently receives academic credit(s) for completing the work program, however, the student is paying for the credits. The barrier to limited student participation is no stipend or wage payment. The BSU Provost recognized the programs enhancement and reach by infusing \$20,000 in funds to the program. This innovation grant over two years will pay stipends to students and augment a small portion of staffing cost.

WDTF Request: \$185,000 (changed from \$182,000)

Discussion:

How will employers be selected for the program?

- The BSU MOU provides guidelines to BSU as to acceptable employer partnerships.
- BSU has previously received grants in the years 2019, 2020 and 2021 and in each instance has agreed to and followed the guidelines.

Motion by Ms. Bradford to recommend approval of the Boise State University Career Center Innovation Grant in the full amount of \$185,000 to the Executive Committee. Second by Mr. Maloney. Motion carried.

## Contact Information

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**Question:** Lead entity legal name

Boise State University

**Question:** "Doing business as" entity name (if Applicable)

Boise State University

**Question:** Federal Tax ID Number

820290701

**Question:** Street address

1910 University Drive

**Question:** PO Box (If applicable)

Not Answered

**Question:** City

Boise

**Question:** State

ID

**Question:** Zip Code

83725

**Question:** Website

<https://www.boisestate.edu/>

**Question:** First name of person to be contacted about this application

Debbie

**Question:** Last name

Kaylor

**Question:** Job title

Director, Career Services

**Question:** Street address

1910 University Dr

**Question:** City

Boise

**Question:** State

ID

**Question:** Zip code

83725-1135

**Question:** Email address

debbiekaylor@boisestate.edu

**Question:** Contact phone

(208) 426-4351

## Project Overview

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**Innovation grants can fund projects that address local workforce development needs. Projects may provide skills training to individuals and/or assist individuals with connecting to careers.**

**Question:** Please provide a brief overview/executive summary addressing what you're trying to accomplish with this project. (You are limited to 2000 characters for this section so please be concise.)

Boise State University currently facilitates two optional experiential learning programs focused on professional development - the Internship program which enrolls approximately 1200 students per year and the Work U program which enrolls 200 students per year. Both of these programs are considered "high impact" because they offer students opportunities to take what they are learning in the classroom and put it into practice in a professional environment, build and enhance valuable skills critical to employability, and develop stronger professional networks. Our current challenge is that the majority of these opportunities are unpaid making them inaccessible to our limited-income students who are often working multiple jobs to attend Boise State. The goal of our project is straightforward: we want to offer any student who meets our criteria the opportunity to participate in these high impact experiences with a guaranteed stipend (if unpaid) in order to reduce the opportunity gap because we know our program changes lives and paid experiences can not only change the lives of students, but their families as well.

Additionally, we know that employers across the state of Idaho have ever growing and changing needs and are challenged with finding qualified candidates to fill many of their positions. They seek out job applicants with specific skill sets and experience. By making these opportunities

accessible through stipends, we can increase the applicant pool of qualified candidates. This project will test a model that combines the necessary academic support and guidance in the student's field of study, intentional career-ready curriculum focused on workforce readiness and professional competency development, and supplement both learning experiences with a paid hands-on experience with an employer and trained designated mentor.

Ultimately this grant has three areas of focus:

To develop an experiential learning model where academic departments, career services, and community partners intentionally work closely together to support a student as they connect classroom learning to the world of work (regardless of discipline), and explore different career paths. We believe that colleges and universities throughout the state will be able to use this model to enhance their existing forms of experiential learning with a more comprehensive and intentional student centered approach. We are working to build a model where the experience benefits both the student and the employer partner by providing the students with a paid professional experience supported by faculty, Career Services, and a supervisor/trained mentor from their employer partner placement; and employers are getting assistance with project-level work, building connections with potential future employees, and being provided with a strong support system from faculty and Career Services at the university.

To connect faculty and employer partners together in an intentional way with the goal of supporting the student which, in turn, will help faculty gain a better understanding of employer needs and help employers recognize the value of disciplines not directly tied to the positions they are trying to fill. This type of intentional connection can help expand employers' applicant pool by helping faculty connect disciplinary knowledge and skills to the world of work through the lens of an employer and providing employers with a first-hand perspective on what students/graduates in nonlinear majors not directly related to the positions they are trying to fill can bring to the table.

Use this Spring and Fall 2022, and Spring 2023 semesters as a pilot and assess each aspect of the program, developing a cohesive story along with impactful individual stories around the life changing impact of these experiences and the detrimental effects of unpaid experiences. The workforce needs across the state of Idaho include positions requiring specific disciplinary knowledge and credentials along with positions that could be filled by applicants from a variety of majors. While Idaho universities all have students in career-track majors, we also have significant liberal arts or non-linear career track student populations. Both of these populations need experiential learning to connect their career paths to the world of work. Given this, we have connected with the University of Idaho and Idaho State University to connect the programs at the three universities. The University of Idaho has a co-op program which provides students with a full-time, paid experience for credit over the course of six months. Currently this co-op program is based in their college of Engineering, but they are planning on expanding to other colleges over the coming years. Boise State's program compliments this program as it is intended to target the liberal arts or non-linear career track students and is less of an investment by both the student and the employer partner. We see the potential of a continuum where students and employer partners may choose to "dip their feet" in the water with a program such as our career accelerator internship program or Idaho State's Career Path Internship Program before potentially moving into a program like the UofI co-op program which requires more of a commitment and investment. We believe a combination of these programs could be deployed across the state and have a major impact on the state's qualified workforce and college graduate underemployment. All three universities are supportive of working together to host an in-person or virtual summit for college and university faculty, staff, employer partners, and other interested stakeholders across the state in order to present our programs, processes, outcomes/success stories, and lessons learned in the Spring/Summer of 2023. The goal would be to showcase each school's program and show others how they could adopt and implement

these types of experiential learning programs with varying degrees of student and employer partner commitment. If we see the results we expect, we will use this assessment and story of

the grant pilot as a key driver in a fundraising effort focused on sustaining paid experiential learning opportunities and shifting the culture of unpaid experiences.

**Question:** If training is part of the project, how does it address specific employer-identified skills gaps in the community?

We know that there is currently a shortage of qualified candidates to fill entry level jobs in the state of Idaho. These jobs often require specific technical skill sets along with professional or transferrable skills such as critical thinking/problem solving, teamwork, and communication. As such, employers often rely on recruiting candidates from specific majors thereby limiting their applicant pool of potentially dynamic candidates. Students, on the other hand, often remain unsure of their career path, professionally underdeveloped and need opportunities to gain relevant experience. Given that approximately 60% of students at Boise State major in areas that do not directly lead to a specific career path, it is important that we develop employer and faculty partnerships that allow students to understand where they fit into the world of work while they gain crucial skills and experiences. Our current partnerships are with employers who have been willing to invest time in students' professional development, helping them identify their strengths and areas for improvement. The 80+ mentors that we have trained not only support students in completing their assigned tasks, but also push students out of their comfort zone and help them find opportunities to develop their skills. This pilot project will combine the academic lens and career readiness, and at the same time, provide employers with a low risk opportunity to expand their potential applicant pool (as many students do get hired) and experience a wide variety of students with different majors -- often not directly related to a specific career or field.

**Question:** Workforce Development Training Funds are intended to supplement, but not supplant or compete with resources available through existing programs. Are there existing resources available to meet the employers' needs? How are those resources lacking?

Boise State currently funds the salaries of employees associated with these programs along with student compliance. About 40% of the employers associated with these programs offer paid internships. While we can "encourage" employers to pay their students in experiential learning opportunities, many employers either cannot afford to and/or feel that they are making an investment by taking on students needing a high level of support. What is lacking is funds to offer stipends to all students in unpaid opportunities along with money for instructor and mentor training. We do fundraise for this exact purpose, but the funds tend to be small contributions raised from parents or alumni which allow us to offer up to 10 stipends/year. We need a larger scale effort to push employers into paying their interns and/or donating to provide stipends for other students in need of these high impact experiences. Additionally, establishing a model that will allow us to scale the support for students and employers will create a value add for employers making the task of mentoring/supervising students less of a lift.

**Question:** What employment opportunities does the project seek to fill?

As previously mentioned, we will be implementing a three-pronged model: academic discipline support and guidance; a career-ready curriculum focused on workforce readiness, and an on-site or virtual hands-on experience complete with a trained mentor all designed to prepare students in any discipline for degree required/entry-level/minimal experience required jobs across Idaho. Our current partnerships cross through the nonprofit, private, and public sectors with many opportunities in human resources, corporate communications and marketing, data analytics, sports entertainment, and advocacy.

**Question:** How will the project accelerate the pathway to a career for individuals being trained.

While knowledge of an academic discipline is critical to a career path there is no substitute for putting one's knowledge into practice in a work environment. Our project aims to provide students with opportunities to explore many fields and organizations in order to find their purpose and fit, often in areas that had never even occurred to them. While the fields and organizations that this program can tap into are numerous, historically fields such as human resources, corporate communications and marketing, data analytics, sports entertainment, and advocacy have been popular with students.

Students consistently confirm in their evaluations that these experiences provide them with professional confidence and support in launching their career. The following testimonial speaks to the impact experiential learning can have on someone's life:

"I'm sending this as a personal thank you for everything you do in the WorkU program. I have officially started a career with the State of Idaho at the Department of Transportation as an HR Specialist! This never would have happened without all the work we did in class with career building and mock interviews, etc. Having the experience at Ada County HR was amazing and I was able to use my contacts there for a reference. I have just completed my first week in my new role and I am loving it! I believe I made the right decision to leave the restaurant that I had managed for 13 years and take this leap. The future is looking bright!"

**Question:** How will the project change and/or enhance the current landscape of Idaho's talent pipeline/development efforts.

Boise State produces one out of every three graduates from higher education institutions in the state of Idaho. Approximately 60% of our graduates hold a degree that is not directly linked to a specific career path. Given that most of the higher education institutions in the state have many liberal arts degrees, you can surmise that they too have a large percent of students who are seeking to connect their majors with potential careers. By developing a model that provides paid and accessible professional experiences and combining academic discipline guidance with a career readiness curriculum focused on workforce development and practical experience, this project will help Boise State scale and enhance already successful programs and open up access to more students. It will direct, guide, and better prepare students in understanding how their education, skills and interests connect with the world of work. By offering stipends and educating employers on the values of paid internships and the harm that can be caused by unpaid opportunities, this project will open the door to highly qualified students who otherwise would not be able to participate because of financial situations. Conversely, this program will provide employers with a limited commitment opportunity to see the impact students in majors outside of their typical preferences can provide their organization expanding their recruiting pool. This model, once vetted and refined, can easily be offered to colleges and universities throughout the state. It is a complement to the University of Idaho's co-op program as the two programs offer both students and employer partners opportunities with varying degrees of investment and commitment. Both programs could stand alone or this lower stakes program could be a gateway for students and employer partners to enter into the bigger investment co-op program.

**Question:** Who will provide the training and/or implement the project?

This project will aim to train three different populations:

1) Students will be supported, educated, mentored and trained by discipline-specific faculty,

career educators, and employer mentors.

2) Employer mentors will be given training on mentoring best practices by the Career Services team.

3) Faculty will be given training on employer needs, employability trends, and hear directly from Career Services team and employer partners.

**Question:** Where will the training be provided/project be implemented?

The classroom component and discipline specific support will take place on Boise State's campus or via Zoom. The majority of this experience will be on-sight and hands on with supervision by an employer mentor.

**Question:** Who will benefit from this project, (Examples - adult job seekers, high school seniors, current employees)?

Our initial project will benefit undergraduate students majoring in Political Science, World Languages, and English at Boise State University. Our goal is to test this "three-pronged" model, assess and evaluate it, track outcomes, and build upon it each semester with other liberal arts programs at Boise State. We also know that this is a model that could benefit students from the other colleges and universities in Idaho as well as the regional employer bases and plan to offer our model and findings up to the other colleges and universities in the state of Idaho and beyond. We believe that this pilot and support from the State of Idaho will allow us to develop a strong story for fundraising efforts by showing possible donors the impacts and outcomes of our program. Additionally, it will benefit employers by expanding their applicant pools. Providing mentor training will open up new doors for professional development for their employees and can help retain talent within their organizations.

**Question:** List any prerequisites for individuals interested in participating in the project.

Full and part time undergraduate students of all majors are welcome to apply. There are no restrictions regarding GPA or class year for applicants. Students cannot be on academic probation

**Question:** How will participants be selected? What are the agreed-upon screening processes, if any?

There are two ways for participants to join this project. 1) They can create their own professional experience by reaching out to organizations and getting it approved by their department faculty internship advisor. In this case, faculty internship advisors will vet and approve the opportunity based on the availability of mentoring and support, professional content and expectations; or 2) Students can apply to be placed in an opportunity that has been created and vetted by the Career Services team. The team reviews applications and places students within organizations. The criteria for placement is not "the most qualified" for the position, but rather which student has the potential to gain the most from the opportunity. In both situations the key is to have a mentor within the organization that agrees to the terms and conditions of the program.

**Question:** What outreach efforts will the team use to encourage under-served populations to participate in the project?

We will have multiple avenues for outreach. First, we will rely on the three academic department partners within our College of Arts and Science or School of Public Service to collaborate on this pilot project. Faculty Internship Coordinators in these departments have direct access to

encourage students to participate in this program. We will also work closely with departments across our campus who support under-represented students such as our Student Diversity and Inclusion Office (which also includes First Gen Programming), the Gender Equity Center, Veteran Services, and TRIO to promote this program and offer assistance in preparing their applications. We also communicate with all students at Boise State via newsletters, emails, classroom presentations and our website.

**Question:** Please provide a detailed description of why funding is needed for this project?

Experiential Learning opportunities are high impact practices that can change a student's life as they allow students to integrate their classroom experience with an actual professional experience in order to deepen their learning, build professional confidence, and gain clarity on their career goals. However, only about 40% of students participating in our Internship and Work U programs are paid for the time they are investing in the experience. This means that students who can afford to work between 10-15 hours per week without pay gain the advantage of these programs while students who cannot afford to give up paid jobs for these opportunities miss out on the benefits of our programs, further widening the privilege gap that already exists between the "haves" and "have nots". With funding from this grant we would directly address the privilege gap and provide students with an opportunity that could potentially shift their career trajectory and change their lives. Over 80% of this grant is earmarked to provide student participants with stipends which will cover the opportunity costs of work hours students often give up to participate in these types of programs. The rest of the grant money will be used to provide:

- training to mentors and faculty
- funding for instructors
- a workshop to share our experience with other Idaho institutions
- collateral including student and employer partner testimonial videos and printed marketing materials. These materials will be used and presented to employers throughout the state to help them understand the value add of a paid experiential learning opportunity and the detriments of continuing to not pay and as part of a fundraising campaign to build our student employability fund.

**Question:** Will participants be charged to participate in this project?

This will be a credit-based program so students will earn and pay for three-credits; however, full-time students pay one rate each semester for up to 16 credits. If a student participant takes over 16 credits then overload fees would apply. While employer partners do benefit from this program in many ways, the main goal of the program is to provide all students with access to an experience with the necessary support to help them navigate their immediate and future professional goals. This requires an investment from our employer partners that isn't always an immediate return on. Our goal is to use impact stories to change the narrative around internships and encourage those that can pay to pay. For those that cannot pay, we will use the same impact stories to raise funds.

## Community-Based Team

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**Innovation Grants require participation from a community-based team with representation and support from business, education and other community partners as an ideal**

## partnership.

### [Letter of Intent](#)

**Question:** Please describe how the community-based team partners are involved in the project.

Our community partners are the third, and most critical "prong" in this project's three-pronged approach. The majority of the transformation happens when students are on-site working beside trained and engaged mentors. Without the community partner support our ability to offer a transformative program would be limited. They provide the practical project-based experience along with a trained mentor that directly supports each student. Students will work on-site or virtually between 10-15 hours per week doing project-based work supervised by their mentor. Mentors will introduce students to the organization culture, expose them to professional skills, provide students with support and guidance as they stretch their professional skill set, and evaluate students by offering feedback and identifying strengths or areas for improvement. Additionally, mentors will provide students with opportunities to attend group/department meetings and meet with employees from other areas of the organization to build a professional network. Finally, leaders from our community-based partners are asked to speak in the classroom to share their career paths, experiences, advice and wisdom to student participants.

\*While we are submitting multiple Letters of Intent from some of our more active community partners, there is no way to know which opportunities or community partners the students in this pilot will choose. Therefore, we are also submitting a list of all of our Work U community partners along with a list of off-campus internship placements in each of our three academic department partners in order for you to see the community that already exists and the breadth of industries that can be supported. Note: On these two lists none of the Work U partners pay their students and less than 40% of the internship opportunities for English, World Languages and Political Science are paid.

**Question:** Number of employer partners involved in this project?

150.00

**Question:** Number of non-employer partners involved in this project?

6.00

**Question:** Please upload completed Letter of Intent from each community-based partner. A link to the Letter of Intent is provided above.

[InternshipPartners-ENGL-POLYSCI-WL.xlsx](#) (9/17/2021 11:17 AM)

[IWFC-Block22.pdf](#) (7/2/2021 1:03 PM)

[IWFC- MakeAWish.pdf](#) (7/2/2021 10:44 AM)

[IWFC- Idaho Wine Commission.pdf](#) (6/30/2021 4:54 PM)

[IWFC- Jesse Tree.pdf](#) (6/29/2021 11:49 AM)

[Work U Partners List.pdf](#) (6/29/2021 8:36 AM)

## Project Sustainability

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**Question:** If the community has plans to sustain the project beyond the life of a Workforce Development Innovation Grant, please share. (Not a requirement to receive grant funds.)

Yes, we will use this Innovation Grant to pilot a formal connection of the academic discipline guidance/support and content and a career readiness curriculum within the paid experiential opportunity supervised by a trained mentor. We know that separately, the Internship and the Work U programs are successful but one lacks consistency and the other lacks scalability, and both lack access. We believe that combining the best of these two programs and providing a stipend will increase the value and access to both students and organizations while allowing us to scale this enhanced program. Once we learn from the pilot, we will take our findings to departments across the campus targeting the academic programs that do not lead to a specific career. We also believe that the issues being addressed by this project pilot exist in other higher education institutions across the state. Once we establish a solid model, we would like to offer our learnings along with our processes and community organization referrals to these institutions.

Another key goal is to change the narrative in the state of Idaho around paid vs. unpaid experiential learning opportunities and show the value of paid experiences and the equity issues that come with unpaid experiences. We believe that combining two successful programs will add value for our community partners and with this added value those that can pay may be encouraged to pay. We also know that there are some organizations that just cannot afford to pay. If this pilot program is as successful as we hope, we are prepared to apply for a larger scale industry sector grant and use this grant as the building block for a larger scale fundraising effort as we go out to seek lead employer and other donor matches. The ultimate goal is every student at Boise State has the ability to participate in a paid high impact experience which includes academic discipline support and guidance and a career-ready curriculum focused on workforce readiness. As we work to achieve this goal, we will collaborate with both the UofI and ISU to share our model along with what we have learned from students, faculty, and community partners with other colleges, employer partners, and stakeholders throughout the state so they might consider implementing what works for their institutions and students ultimately providing all college students in the state of Idaho with the opportunity to participate in a paid high impact experience which includes academic support and guidance alongside a career-ready curriculum focused on workforce readiness.

## Project Schedule

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**Please provide anticipated numbers/methods to assess the effectiveness of the proposed project. You will only need to complete one form for the project.**

- The 24 Month Project Schedule form should only be used when the project includes starting or scaling work-based learning efforts. (i.e. internships, pre-apprenticeship, co-ops, and/or apprenticeship)

[12 Month Project Schedule Form](#)

[24 Month Project Schedule Form](#)

**Question:** Please provide an anticipated project start date.

10/1/2021

**Question:** How many training sessions/events will be held during the 12 months of the grant?

This pilot will cover three semesters

Student Career Readiness Classes: 5/semester

Student Orientation: 1/semester

Final Project Presentation: 1/semester

Mentor and Faculty Orientation and training: 2/semester

Students working on-site under the guidance of a trained mentor: 130 hours over the course of 13 weeks/semester

Student ongoing check-ins with faculty advisor

Career Services check-ins, support and follow-up with Mentors from participating community partners,

State of Idaho Experiential Learning Summit in collaboration with Uofl and ISU

**Question:** Please download and complete the project schedule form. The completed form can be uploaded here. To download the form click on the link provided above.

[Innovation Grant Project Schedule-Rev2.xlsx](#) (8/17/2021 8:21 AM)

## Project Outcomes

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**Question:** How will employer satisfaction be measured?

We have regular interactions with employers through various points of contact such as: our pre-semester mentor orientation, mid-semester check-ins, and end of semester final evaluations of their respective students. Particularly, we measure satisfaction in a few key ways: 1). Employers continue to stay with our program year after year; 2). Employers offer referrals to their professional networks on our behalf; 3). Employers come to campus for a “showcase” at the end of each semester to share about their time as a mentor and the perks of working with our students; and lastly 4). Employers hire our students directly or provide the necessary reference to have our students attain full time employment upon graduation. In addition to the above measures, for the purposes of this pilot when we are trying to assess the viability of a large scale program that will involve commitment from both the university and employers, we will also administer and end of the semester assessment to understand what works, what needs improvement, and what other ideas employers have to improve their experience as well as the student on-site experience.

**Question:** How will participant satisfaction be measured?

Similar to the employer measurements of satisfaction, we regularly interact, survey, and interview our students throughout the semester. We know students are satisfied from their final evaluations, articulation of their professional plans and career confidence, and in the securing of employment. Additionally, we will have ongoing meeting with our academic department partners who will also be connecting with the students in a different way than we will. Finally, we will be

using reflection as a means of connecting the faculty advisor, career services, and the on-site employer partner mentors. Student reflections will be shared so that we can have a real-time perspective on how things are going and where we might need to jump in to offer additional support.

**Question:** Total number of individuals served by this project?

150.00

**Question:** Number of individuals receiving credential(s)?

0.00

**Question:** Number of individuals already employed who will receive training?

0.00

**Question:** Anticipated wage gain for individuals already employed? If applicable.

0.00

**Question:** Anticipated starting hourly wage for individuals entering employment? If applicable.

0.00

**Question:** What additional metrics do you propose to gather to measure the success of the project?

Satisfaction assessments for all stakeholders - students, employers, and instructors.  
Assess the training components (Mentor orientation, faculty training) around what is useful?  
Assess the National Association of Colleges and Employers Career Competencies (pre/post)  
As a result of this experience, did the student gain career confidence?  
As a result of this experience, did the student achieve the goals they set for themselves?  
Long-term, we can identify post-graduation outcomes for the participants of this project and compare them to control groups in each of the three academic departments.

## Budget

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**The application must provide a detailed explanation of how grant resources will be used to directly support the identified skills training. Provide the line item budget amount and detailed narrative for each item listed below to delineate how Innovation Grant resources will be used. Each line item's narrative should clearly describe how the line item amount was determined, as well as the necessity of the line item to develop/deliver the project.**

- The 24 Month Budget Sheet should only be used when the project includes starting or scaling work-based learning efforts. (i.e. internships, pre-apprenticeship, co-ops, and/or apprenticeship)

**Question:** Why do you think WDTF is a good source of funding for this project?

We believe that the support of the Workforce Development Council will attract more employers and potential donors as we embark on the highly important work of scaling what we know is a high impact experience for students and educating the community on the value of a paid experience along with the challenges of unpaid experiences. This funding will be integral to building a compelling story for our fundraising campaign to help level the playing field and raise awareness on the potential harmful outcomes of unpaid experiences. To reiterate, only some students are privileged enough to afford an unpaid internship, while those who can't are left behind. We are excited to confront this challenge head on and believe that a grant from the WDTF will provide credibility as we explain the value of paid experiences to the overall economy in the Treasure Valley. It can also provide an impetus for employers to donate to our Student Employability Fund. The demand is real: employers need fresh, diverse, and energetic talent. The supply is among us: students are hungry to use their education and energy to learn new skills and invest in the economy of Idaho. The challenge, however, is connecting that supply with the demand in a way that is timely, beneficial, and fair for all parties. Lastly, the "cost to benefit ratio" we believe is very high for the Workforce Development Council. With a minimal financial commitment, we believe we can pilot and learn from a program that can directly impact the financial well being of students both in the short-term and the long run while increasing the pool of qualified applicants for the entry level professional job market in Idaho and beyond.

Furthermore, this program has a lower point of entry/investment for both students and employers than the Uofl Co-Op program. Developing this program, vetting the processes and educational aspects, assessing it, capturing success stories, and sharing it with our colleagues and employer partners across state may provide a jumping off point for employer partners who are interested in a co-op like program, but not yet prepared to make that level of investment. While co-ops are well known within the the technology field, they are not as familiar in the liberal arts or other fields. Students, employer partners, and faculty could use this program as an entry point to prepare for a more involved program such as a co-op program.

**Question:** How else have you sought to fund this project?

We have engaged in fundraising alongside our colleagues in advancement to support student scholarships and stipends. While we have had some success in raising funds through individual donations (parents, Work U alumni, faculty/staff, and friends of the university), we have not had the ability to develop a deep enough offering of success stories that we can use to fundraise with corporate leaders in the Treasure Valley. Our Advancement Office believes that showing commitments (such as this grant) or providing opportunities for funds matching will help to drive larger corporate donations. Additionally, the Career Services department donates 10% of all revenue generated from Career Fairs to support student scholarships and stipends. When learning of this grant opportunity, our new Provost, who is extremely supportive of career readiness education, approved \$20,000 to be put toward student stipends as part of the grant match. Given the budget constraints the university is in, we cannot guarantee this money going forward; however, the more impact and success we can show, the better opportunity we are going to have in securing funding to continue investing in this program.

**Question:** Please download the attached budget. A link to the budget is provided above. Once completed, upload budget here.

## Organizational and Fiscal Capacity

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**Question:** Provide the accounting structure, job titles and qualifications of staff responsible for fiscal actions.

Director of Career Services - Responsible for entire Career Services budget  
Associate Director- Experiential Learning- Currently disperses existing scholarships/stipends

**Question:** Please provide a short summary outlining your organizations capacity to complete this project.

The Career Services professional staff at Boise State has been operating within this workforce development space for over 15 years. We already have a strong and well-established network of employers that we know by name and consider partners (over 100 different employers in Work U alone). The internal structures are also in place as students can already receive approved credits for experiential learning. In addition, we have relationships with faculty throughout the academic departments that would welcome the opportunity to collaborate in developing the content and infrastructure for connecting discipline knowledge and career readiness in an Experiential Learning opportunity. This alone adds value for both students and employers who participate. The thing that will push this program over the top is the ability to provide students with stipends. This financial impetus will provide students who otherwise could not afford to participate the opportunity to invest their time in this high impact experience. In this sense, the WDTF is investing in a “safe bet” at Boise State as the professional staff is already in place. We already have a template for the policies and procedures along with the basic student experience and curriculum; all will just need to be adjusted to accommodate the three-pronged model. Additionally, our external professional networks of community partners and employers are mature and extensive. So in this sense, we wholeheartedly believe that we can successfully deliver a quality program that will develop the current workforce (employer mentors) and future workforce (our students). We have four employees currently working in Experiential Learning at the Boise State Career Services office. We are estimating that each of these employees will use between 10 and 30% of their time to develop, facilitate and support participants, assess, and document this program. The Career Services Director will take responsibility for managing the budgeting and reporting requirements of the grant. Finally, our Advancement team has agreed to help us use the grant year to develop and execute a strong fundraising plan. The bottom line.... We have the capacity to pull off an exceptional project. We have been proving this year after year in the experiential learning space. Our challenge is access. Students at Boise State or any university in the state of Idaho and beyond cannot afford to work for no pay, nor should they be expected to. Given our demographics it is not feasible for them to do this. We need the financial resources to pay these students and connect them into opportunities where they can build their skills and professional confidence AND where employers can see first-hand the value that these students, from different backgrounds and different majors, can bring to their organizations. Using grassroots efforts, we cannot begin to raise enough funds to make a difference on the scale that we need to. This grant would be allowing us to get the start that we need to influence fundraising, employer perceptions and attitudes toward paying interns, and at the same time enhancing the experience for students. If the review committee is seeking to

invest grant funds in equipment, travel, training materials, or pay for the people managing the project, then this grant application will probably be denied. We can, and do, pay for those types of items. What we need is investment in our students. We need to help them put gas in their car, food on their table, or pay their rent while they are working, gaining experience, and contributing at an employer partner and gaining skills and professional confidence which will help them as they move to the next stages of their careers.

**Question:** Upon request, the lead organization may be asked to provide a statement from the entity's independent auditing firm regarding the entity's most recent fiscal audit to include a statement of any audit findings. Is an audit available?

Yes

No

## Tracking and Reporting

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**Innovation Grant funds must be expended within a one-year time period. Quarterly tracking and reporting of individuals participating in the project will be required. Individual names, start and end dates, and outcome data must be collected and reported.**

**Question:** Entity responsible for tracking and reporting.

Boise State University Career Services Department

**Question:** Contact Person First Name

Debbie

**Question:** Contact Person Last Name

Kaylor

**Question:** Job Title

Director, Career Services

**Question:** Contact Phone

(208) 426-4351 or (208)250-8813

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**Question:** Street Address

1910 University Dr

**Question:** City

Boise

**Question:** State

ID

**Question:** Zip Code

83725-1135

## Terms and Conditions

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[Terms and Conditions](#)

**Question:** I certify I have read the terms and conditions governing the Workforce Development Training Fund grant and agree to comply if awarded a training grant. Click on the link above to view a copy of the terms and conditions.

Yes

No